Talk Aloud on Word Choice – President Reports – Huntress, May 17, 2011

**Reading Comprehension Talk Aloud –**

Curricular Connections made: Describe how we’ve been working on writing reports and creating power points in order to share our learning about Past Presidents to the students. Remind them that author’s choose very specific words to help their listeners make images in their minds. This helps a reader or a listener understand and remember the information read.

Activated listening comprehension: Tell students that today, you are going to read a passage from a book about Washington. After reading it, you are going to share some great word choices made by the author as he wrote it. His word choices help us as readers make meaningful pictures in our minds.

Read a well-written passage from **a book** or other media source: Read page 10 – the 1st 2 paragraphs only. (Give students a copy of this with the words “yearned” and “sloped” underlined.)

Shared the literary devices and/or purposefully-used writing conventions that were appreciated:

Now let me share with you how the author, James Giblin, helped me as a reader make mental images. In the first paragraph, when he told us that George wanted adventure in his life, he chose the word “yearned”. This is a great verb that helps me see George’s face in my mind – his face looks determined and excited about being a sailor. If the author would have said “George wanted to be a sailor”, the boring word “wanted” wouldn’t have made the picture in my mind. **Yearned** is an excellent word choice.

In the 2nd paragraph, when he wanted to tell us the house was built on a hill, he chose the word “sloped”. In my mind, I can see a house leaning on a steep hill. (Show a sketch). By choosing very vigorous verbs, authors can help readers better understand what they are trying to say.

Student application that is a reading comprehension talk-aloud or leads to a talk-aloud:

Now I want you to re-read what you have written, and find some “boring” verbs that you’d like to replace with a more vigorous verb. We will use thesauruses to help us find better verbs. Circle 2-4 verbs that could be more descriptive. You have 10 minutes to do this. When you finish, I’ll show everyone how to log on to the thesaurus at one time. Then I’ll show you how to enter the old word and look for synonyms to replace that word.

On Thursday, you’ll print new drafts of your papers and share them with friends. Then you’ll share your own Talk Alouds on your word choices and how you feel this helps those that read your work better make mental images.